Instructional Supervisory Practices and Competency- Based Performance of Teachers in Designing Feedback and Technical Assistance Plan

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ABSTRACT

The study examined the relationship between instructional supervisory practices and competency-based performance of public elementary school teachers in the Lucena South District. In descriptive-correlational design, supervisory styles (directive, collaborative, self-directive), phases of classroom observation (pre-, during, post-implementation), and technical assistance strategies (coaching, guiding, empowering) were the focus. There were 173 teachers sampled randomly and surveyed using a valid instrument.

Findings revealed that supervisory practices were persistently followed at a high-performance level and that teachers showed excellent performance in all areas of the Philippine Professional Standards for Teachers (PPST). Positive correlations were seen between supervisory practices and teacher performance. From the results, a feedback and technical assistance plan was crafted to enhance instructional leadership and ongoing teacher development. The research underscores the necessity of differentiated and sustained supervision in promoting effectiveness in teaching and learning.

Keywords: Instructional Supervisory Practices, Approaches, Classroom Observation, Technical Assistance, Competency- based Performance, School Head, Teachers

1. Introduction

The primary factor influencing the country's progress is its level of education. Only high-quality education can provide qualified human resources, and having exceptional resources can accelerate national growth. The experience of industrialized nations demonstrates that a nation may achieve development even in the absence of abundant natural resources as long as it has access to excellent human resources. A strong education can help prepare human resources of the highest caliber. A key sign of a high-quality education is the ability of students to meet their learning objectives in full. To achieve this, there should be competent teachers and school heads (Maisyaroh, et.al 2021). Teachers to teach learners what should be taught including knowledge, lifelong skills and values while school heads should provide the necessary instructional supervision needed by the teachers.

The best way to improve teacher's teaching competence is through instructional supervision which is the process of assisting teachers to develop and improve the quality of the teaching and learning process and environment, with the ultimate goal of improving student learning outcomes. To achieve the goal, the process of supervision activities needs to be carried out following the right principles and techniques. However, in reality, instructional supervision activities have not been proven yet to improve the quality of learning. The research results of Wiyono et al. (2017a) showed that of the 26 instructional supervision techniques that were applied, only six techniques showed a significant influence on teacher performance.

In the Philippines, instructional supervision practices of the school head is enhanced through the formulation of Instructional Supervision Handbook which was crafted through the issuance of DepEd Memorandum no. 393, series 2009 known as the National Workshop on the Development of Standards, Tools and Procedures for the Instructional Supervision Handbook. This handbook was issued in June 2010 entitled Instructional Supervision: Standards, Procedures and Tools and from then on, instructional supervision practices of the school heads is anchored into this legal document. According to this document, one of the important aspects of instructional supervision is the classroom observation in which it has three parts pre- observation, teaching observation and post observation conference. It also entailed peer- directed support which can be done individually or by group and promotes collaboration and self- direction.

Also, the Instructional Supervision Handbook includes the responsibilities of the instructional supervisors in the professional development of the teachers in which action research is part of it. It also instruct that instructional supervision should be done in either directive, collaborative and non-directive way depending on the situation.

Background of the Study

In the Philippines, DepEd (2018) teacher's performance is mandated in the Philippine Professional Standards for Teachers – Results-Based Performance Management System (PPST-RPMS), which is legalized through DepEd Order no. 2, series 2015 known as the Guidelines on the Establishment and Implementation of Results- Based Management System in the Department of Education, has become more objective and standardized, and is used for mentoring, coaching, performance review and evaluation which supports the teachers' on-going professional development. In this, instructional supervision of the school head plays vital role. They are not just raters of the teachers but also, they need to provide they need to work with the teachers on how they will achieve that set objectives in IPCRF that is align with Philippine Professional Standards for Teachers (PPST) also cited in the recent issuance which is the DepEd Memorandum no. 008, series 2023 or the multiyear guidelines in the implementation of RPMS for teachers of all ranks. They need to provide continuous instructional supervision to the teachers for them to perform better and also for the achievement of teaching and learning outcome.

However, instructional supervision should not be done for compliance and due to personal motives. Rather it should be done for other reasons that is truly for the benefits of teaching performance of the teachers to come up with better results in the academic performance of the learners or the learning outcomes. In classroom observation, there should be proper feedbacking done after every observation so that the observers can give their comments and suggestions regarding the observation done. It is vital to discuss the needed improvement and how to apply the suggestions not just during observation but most importantly even in normal classroom lesson because classroom observation is just a mere reflection of what should be happening in a normal days of teaching inside the classroom. Also, personal interest and conflicts between the teachers and the instructional supervisor should not affects the evaluation or the ratings so with the feedback they are going to give to the teachers. Moreover, instructional supervision should be consistent. It should not be done when worse scenarios happened but rather all throughout the school year.

This study, wanted to know the effectiveness of instructional supervision practices of the school heads to the teaching performance of the teachers and the achievement of teaching and learning objective. This is to formulate a possible feedback and technical assistance plan.

2. Literature Review

2.1 Instructional Supervisory Practices

According to Maisyaroh, Hardika, Valdez, Solaiman, and Canapi (2018), in the process of implementing supervision, it was necessary to adhere to several principles which include being constructive, democratic, creative, innovative and purposeful. Instructional supervisors need to implement three phases of observation especially during classroom observation. They also cited the importance of being skilled in applying directive, collaborative and self- directed supervision.

2.2 Instructional Supervisory Practices in Classroom Observation

There were phases of classroom observation that are needed to accomplish by both the observer and the teachers. There were the pre- observation, during observation and post observation activities. Also, the primary goal of classroom observation was to enhance the teacher's capacity for effective education in order to improve student results. Investigating potential educational disparities between various student groups was a secondary goal of observation. Frequent classroom observations had variety of advantages, including better student results and improved instructor quality due to feedback on practice. determining each teacher's specific skills and limitations and making a concerted effort to improve upon them. (Fiorini, 2022),

2.3 Instructional Supervisory Practices in Technical Assistance

Effective technical assistance (TA) was a collaborative, coordinated effort to facilitate change in systems, build capacity, improve practices, and reach agreed-upon outcomes. Specifically, effective TA provides a pathway to improvement through activities and materials that promote new behaviors, practices, beliefs, and understandings of staff in the systems served3. The purpose of this resource was to present the indicators of effective TA practices to facilitate TA provider understanding, use, evaluation, and improvement of those practices. They also take into account the purpose of technical assistance is for coaching, mentoring, feedbacking and empowering (ECTA, 2023).

2.4 Competency- based Teaching Performance

As for teaching performance, Jotform (2019) stated that it was about delivering a quality education for students starts with the teacher. A teacher's job usually includes a three-part process: planning lessons, presenting the lessons, and following through to make sure students understand and retain the curriculum. They said that each teacher has a unique approach and teaching style — and there's no such thing as one proven formula for success in the classroom. While personality was an important factor in the teacher-student relationship, personality alone won't ensure an optimal educational experience. Following fundamental teaching principles is essential.

2.5 Conceptual Framework

To provide clear explanation of all the variables in this study, both independent and dependent variables, the researcher came up with this conceptual framework. Independent variables in this study are the instructional supervisory practices in school as perceived by the teachers and it includes classroom observation, approaches of instructional supervision and technical assistance. Meanwhile, the dependent variable is the competency- based teaching performance of the teachers.

One of the important aspects of educational management is instructional supervision which may be defined as the process of bringing about improvement in the teaching-learning process through a network of cooperative activities and democratic relationship of persons concerned with teaching and learning, and it is considered as an important activity to achieve an effective education system (Oyewole and Ehinola, 2019). It is mainly concerned with pupil learning in the classroom, and it is seen as a collaborative effort which involves a set of activities structured with the aim of improving the teaching and learning process. This means that instructional supervision is characterized by all those activities which are undertaken to help teachers maintain and improve their effectiveness in the classroom. However, it is not designed to find faults or punish, but rather, to see the teacher as a colleague and work together to enhance teaching and learning in schools.

Meanwhile, the Department of Education (2020) defines instructional supervision as a professional, ongoing, and collaborative process for improving instruction. It consists of guidance, assistance, idea sharing, facilitation, or creation to assist teachers in improving the learning situation and quality of learning in schools. Under this program, a supervisor or instructional leader who possesses superior knowledge and skills and works collaboratively in a school environment that fosters the development of a professional learning community extends a helping hand to a professional colleague.

According to Thomas (2021) clinical supervision for classroom observation has five stages (pre-observation conference, classroom observation, analysis and interpretation of data from the observation, planning for post-observation conference, and supervisor's analysis of the post-observation conference) and this is why Sullivan and Glanz (2019) argue that clinical supervision is focused on the improvement of instruction by means of systematic cycles of planning, observation, and intensive intellectual analysis of actual teaching performance in the interest of rational modification. Although, this study focuses on the three stages of classroom observation which are the pre- implementation, during implementation and post implementation for it follows the standard given in the Instructional Supervision Handbook issued by the Department of Education in 2010 since it is the most common practiced in the normal school setting in the Philippines.

Also, part of instructional supervisory practices are the approaches used by the supervisors. Glickman (2019) enumerated three types of differentiated supervisory approaches wherein the roles of both the teacher and supervisor vary. This includes directive supervision which is a supervisor owned plan; directive informational supervision which is a supervisor-suggestive plan; collaborative supervision which is a supervisor-teacher mutual plan and; non-directive supervision or teacher self-plan. The various types of differentiated supervision apply to teachers depending on their teaching maturity or experience.

Moreover, Ghamrawi, Ghamrawi, and Shal (2019) found out that directive control and directive informational approaches in educational supervision are the predominant approaches. The study showed that collaborative and non-directive approaches to education supervision do not seem to be quite popular. These approaches of instructional supervisory practices is synonymous with what is cited in this study, the only difference is that for the first two set of authors they used non- directive approach but in here the researcher uses self- directive as stated in the Instructional Supervision Handbook issued by the Department of Education in 2010. However, non- directive and self- directive approaches have the same context wherein the supervisors allow the teachers to lead their own growth.

For the technical assistance, Department of Education through its regional offices crafted their contextualized technical assistance handbook that will serve as their guide in conducting technical assistance to every school under their jurisdiction through the leadership of the Field Technical Assistance Division. As stated on DepEd Press Release (2016) the primary focused of technical assistance are coaching, guiding and empowering and all regional offices should be mandated by this. They explained that coaching is done by giving advise to school and teachers on how they will reach their target in a particular school year. Guiding is done by looking at the step- by- step procedure indicated on every teacher's plan in order to attain the objectives and the technical assistance provider will monitor the progress of the implementation of a program or activities. Empowering is more on giving the teachers the feeling of confidence on the accomplishments they had in their career.

The dependent variable of the study refers to the competency- based teacher's performance that is anchored on Philippine Professional Standard for Teachers that is being adopted in the teacher's Results- based Performance Management System- Individual Performance Commitment Review Form that served as the parameters in measuring the performance of the teachers in a particular school year. According to Philippine Professional Standard for Teachers, there are seven areas that teachers need to excel and these are content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement and the last is personal growth and professional development. Each of these key result area has their own indicators that is classified into beginning teachers, proficient teachers, highly proficient teachers and distinguished teachers and there are also standard rubrics that will be used to rate the performance of the teachers based on the means of verifications presented. In this study, the research includes the indicators for instructional supervisory practices and competency-based performance of teachers.

3. Hypothesis

The study posited the following null hypothesis:

H.1 There is no significant relationship between competency- based performance of teachers and instructional supervisory practices.

4. Methodology

In-depth description of the study's research methodologies is presented in this chapter. This comprises elements that are crucial to the study, such as the research design, research locale, population sampling, study respondents, instrument to be utilized and how it will be validated, data gathering procedure, and statistical treatment of data applied.

This research employed descriptive-correlational design of study. Descriptive research according to Shutlleworth (2021) was a research design that involves the process of observing and describing of behavior of a subject of the study without being bias or influencing it with one beliefs and ideas. The intended population of this study were teachers from ten public elementary in Lucena South District, Schools Division of City of Lucena, and were composed of 322 teachers. With this population, the reseacher employed random sampling technique to identify the number of respondents wherein number of respondents was equal to the half of the population of the teachers in school plus one through sampling method called majority sampling techniques. The instrument used in the study was survey- questionnaire formulated by the researcher and validated by individuals who are experts in the field of teaching.

For statistical treatment of data, various statistical tools were utilized to answer the problem stated in the study. These statistical treatments were as follows:

Mean and Standard Deviation. For problems 1 to 4 mean was utilized. These pertain to the extent of implementation of instructional supervision on classroom observation; instructional supervision approaches; technical assistance; and to the level of competency- based teaching performance of the teachers.

Pearson Product – Moment Correlation Coefficient was employed in sub problem 6 as stated on the statement of the problem. Correlation was done between the independent variable and the dependent variable.

5. Results and Discussion

Instructional Supervisory Approaches and Practices

Supervisory Approaches are classified as directive, collaborative and self-directive supervision.

Table 1

Instructional Supervisory Approach as to Directive Supervision

Indicative Statement	Mean	SD	VI
1. holds conference with the teachers and tells the teachers their target date of supervision	3.73	0.45	HP
2. states clearly the objective why directive supervision is needed without telling who among the teachers need it.	3.71	0.45	HP
3. identify teachers who experienced difficulties and tell them directly the things they need to do to overcome the problems they have.	3.80	0.40	HP
4. informs inexperienced teachers on their roles and responsibilities as teachers.	3.81	0.39	HP
5. checks the lesson plan of the teachers and identify the improvement needed to do.	3.77	0.42	HP
6. observes and inform the teachers on their teaching behavior.	3.74	0.44	HP
7. evaluates the teaching performance of the teachers by observing how they teach	3.73	0.44	HP
8. identifies the effectiveness of the teachers by observing how they accomplished tasks given to them.	3.83	0.38	HP
Overall	3.76	0.42	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

The data presented in Table 1 reveal that directive supervision is highly practiced in the school, as indicated by the overall mean score of 3.76 and a standard deviation of 0.42, which fall under the verbal interpretation of "Always / Highly Practiced." All indicators received mean ratings ranging

from 3.71 to 3.83, showing consistency in the application of directive supervision strategies. Among these, the highest mean was for the item "Identifies the effectiveness of the teachers by observing how they accomplished tasks given to them" (M = 3.83), indicating a strong focus on performance and task completion. Meanwhile, the indicator with the lowest mean score was "States clearly the objective why directive supervision is needed without telling who among the teachers need it" (M = 3.71), this highlights a valuable opportunity to strengthen objective-based supervision by promoting a more inclusive and non-individualized approach.

The result means that the school has a strong supervision culture rooted in clarity, guidance, and accountability. This approach is beneficial, particularly for beginner or struggling teachers as what I have observed in our school. The school heads provide need direct instructions to meet performance expectations. However, it is also essential for school leaders to remain flexible and responsive. As teachers grow in competence and confidence, supervisory practices should gradually shift towards more collaborative and developmental approaches, allowing for increased autonomy and innovation in the classroom. Training programs for instructional supervisors should, therefore, promote differentiated supervision techniques that consider teacher readiness and professional growth just like with the program of Department of Education together with National Educators Academy of the Philippines in which offered courses for school leaders through DepEd Memorandum no. 82, s. 2020 and DepEd Bukidnon had their Division Memorandum no. 446, s. 2022 reiterating school leaders within their jurisdiction the importance of instructional supervisory practices. This is very common in our district, both school heads and teachers are attending trainings and seminars provided by NEAP in partnership with different Non- Government Organizations.

These findings support recent studies highlighting the effectiveness of directive supervision when used to ensure accountability and instructional quality. According to Darmawan, Wahyuni, and Syamsuddin (2020), directive supervision provides clear guidance and structure, which is essential for teachers who require direct feedback to improve their instructional practices. Likewise, Mulyasa (2021) emphasized that directive approaches are especially useful in maintaining teaching standards in schools where performance monitoring is a priority. In a study by Al-Khaled and Mahmoud (2022), directive supervision was shown to be effective in helping novice teachers adapt to classroom expectations and instructional delivery. Furthermore, Rosita and Supriyono (2020) concluded that structured feedback through direct supervision significantly improves teacher preparedness and lesson planning. Sari and Nurhayati (2019) also found that regular, directive feedback contributes to positive changes in teacher behavior, especially when aligned with school goals and expectations.

Table 2

Instructional Supervisory Approach as to Collaborative Supervision

Indicators		Mean	SD	VI
1.	promotes interpersonal relationship with the teachers.	3.83	0.37	HP
2.	talks about individual professional growth of the teacher and how they will help and be responsible with the growth of their colleagues.	3.82	0.38	HP
3.	calls for a conference with the teachers and create a mutual plan on how instructional supervision will be done.	3.80	0.40	HP
4.	creates and sustains learning community that supports teachers and learners and other school leaders.	3.79	0.41	HP
5.	encourage teachers and other school personnel to collaborate for the improvement of instructional practices of the school.	3.83	0.38	HP
6.	check teachers lesson plan and asks them what are the things they think is needed to improve the lesson plan.	3.72	0.45	HP
7.	observe the teachers, lets them evaluate their performance and come up with a mutual agreement on how the teachers will improve the teaching performance.	3.82	0.39	HP
8.	allow teachers to choose the tasks they will accomplish to know their skills and talents.	3.86	0.35	HP
Over-all		3.81	0.39	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

The results presented in Table 2 show that collaborative supervision is highly practiced in the school, as indicated by the overall mean of 3.81 and a standard deviation of 0.39, which falls under the verbal interpretation "Always / Highly Practiced." All individual statements received mean values above 3.70, reflecting consistent application of collaborative strategies by instructional supervisors.

The statement with the highest mean is "Identifies the effectiveness of the teachers by observing how they accomplished tasks given to them" (M = 3.86), indicating that supervisors actively assess outcomes in partnership with teachers, a key component of collaborative supervision. The lowest mean score

was recorded for "Observes and informs the teachers on their teaching behavior" (M = 3.72), though it still falls within the "Always" range, showing that this practice is also frequently implemented.

The high level of collaborative supervision is seen in the results above wherein it suggests that the school fosters a collegial and professional environment, where teachers feel valued and supported. As I have seen and experienced with the school heads I encountered, utilizing collaborative supervision not only improves instructional quality but also promotes continuous learning among teachers. Unlike directive supervision, collaborative supervision recognizes teachers as partners in the process, which enhances their sense of autonomy, responsibility, and professional growth. Our school head for instance asks our ideas and assistance in formulating programs especially remediation for struggling learners. This type of supervisory practice was emphasized in Division Memorandum no. 253, s. 2022 for SDO- Dasmarinas City and Division Memorandum no. 363, s. 2024 for SDO- Rizal wherein school heads work collaboratively with the teachers to successfully implement outcomes of learning recovery plans.

The high ratings across all indicative statements suggest that school heads effectively engage in shared decision-making, two-way communication, and mutual respect—the core elements of collaborative supervision. These findings align with the study of Yuliana and Sukardi (2021), which emphasized that collaborative supervision enhances teacher motivation and commitment by involving them in the supervision process. Similarly, Napitupulu and Saragih (2022) found that collaborative approaches foster a positive professional relationship between supervisors and teachers, ultimately improving classroom practices and student learning. Ramadhani et al. (2020) also reported that teachers who experience collaborative supervision are more receptive to feedback, leading to greater instructional improvement. Furthermore, Santoso and Herlina (2019) highlighted that when teachers are given opportunities to reflect, contribute ideas, and co-develop solutions during supervision, it boosts their confidence and ownership of their professional development. Hamdani and Mustofa (2023) further supported that collaborative supervisory practices lead to a more responsive and adaptive teaching culture.

Table 3

Instructional Supervisory Approach as to Self-Directive Supervision

Indicative Statements	Mean	SD	VI
1. call for conferences with teachers, ask them their strength and weakness and how observation and supervision should be done based on their own perspective.	3.86	0.35	HP
2. inform teachers the objectives and importance of self- directive supervision.	3.85	0.36	HP
3. let the teachers show their teaching expertise and motivates them to continue what they are doing.	3.79	0.41	HP
4. allow teachers to show their skills and talents on the programs and activities they are implementing inside the classroom and within the school.	3.80	0.40	HP
5. provide teachers the opportunities to lead the group and discover the things that they can do for the success of the organization.	3.83	0.38	HP
6. commend teachers for their strength shown in both teaching and extra- curricular activities	3.80	0.40	HP
7. negotiate with the teachers on ways of finding solutions to their problem and redirect the teachers.	3.79	0.41	HP
8. let teachers propose the next steps they need to take for the improvement of instructional activities.	3.80	0.40	HP
Overall	3.81	0.39	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced),   1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 3 presents the extent to which self-directive supervision is practiced in the school, and the data reveal a highly favorable outcome. The overall mean is 3.81 with a standard deviation of 0.39, which falls within the interpretation of "Always / Highly Practiced." This suggests that instructional leaders strongly encourage teacher autonomy, reflective practice, and shared leadership. All individual indicators in the table have mean values ranging from 3.79 to 3.86, reflecting consistency in the application of self-directive practices. The highest mean score is recorded for the item "Calls for conferences with teachers, ask them their strength and weakness, and how observation and supervision should be done based on their own perspective" (M = 3.86). This indicates that school heads encourage open communication and teacher self-reflection—critical features of self-directive supervision. The items with slightly lower mean scores, such as "Let the teachers show their teaching prowess and motivates them to continue what they are doing" and "Negotiates with the teachers on ways of finding solutions to their problem and redirect the teachers" (both M = 3.79), are still within the "Always" range, showing that teachers are consistently involved in self-assessment and problem-solving discussions with their supervisors.

To guide school leaders in practicing self- directive supervision, DepEd issued DepEd Order no. 24, series 2020 and DepEd Order no. 25, series 20220. These two are the adaptations of Philippine Professional Standards for Supervisors and School Heads. These issuances guide our school head in practicing instructional supervision that is align with the domains under PPSH and PPSH. School head in our school able to successfully cultivated a culture of trust, autonomy, and professional growth. There are activities in school wherein they allow us to think and implement programs and activities in our own because he trusted skills and capabilities of the teachers. Self-directive supervision not only encourages teachers to become reflective practitioners but also positions them as active contributors to the school's instructional goals. Also, teachers are given the chance to assess strengths, propose improvements, and lead initiatives. School head promotes a collaborative and empowered teaching environment. However, to sustain the effectiveness of this approach, it is important that professional development programs continue to guide teachers in setting realistic goals and making informed instructional decisions.

These findings resonate with recent research that emphasizes the value of empowering teachers through self-directive supervision. Prasetyo and Rukayah (2021) found that when teachers are given the space to reflect on their practices and make instructional decisions, their sense of professional agency significantly improves. Similarly, Ardiana and Suardana (2020) highlighted that self-directive supervision cultivates intrinsic motivation and fosters a growth mindset among educators. Nasution and Manurung (2022) argued that teachers who are involved in setting their own instructional goals and action plans are more likely to implement innovative strategies in the classroom. In the same vein, Astuti and Fadillah (2019) emphasized the importance of self-supervision in teacher empowerment and leadership development. Lastly, Hikmah and Sulistyowati (2023) supported the idea that encouraging teachers to take the lead in their development increases accountability, collaboration, and overall job satisfaction.

These findings resonate with recent research that emphasizes the value of empowering teachers through self-directive supervision. Prasetyo and Rukayah (2021) found that when teachers are given the space to reflect on their practices and make instructional decisions, their sense of professional agency significantly improves. Similarly, Ardiana and Suardana (2020) highlighted that self-directive supervision cultivates intrinsic motivation and fosters a growth mindset among educators. Nasution and Manurung (2022) argued that teachers who are involved in setting their own instructional goals and action plans are more likely to implement innovative strategies in the classroom. In the same vein, Astuti and Fadillah (2019) emphasized the importance of self-supervision in teacher empowerment and leadership development. Lastly, Hikmah and Sulistyowati (2023) supported the idea that encouraging teachers to take the lead in their development increases accountability, collaboration, and overall job satisfaction.

Instructional Supervisory Practices

Supervisory practices include class observation and technical assistance.

Table 4

Extent of Classroom Observation in Terms of Pre-Implementation

Indicative Statements	Mean	SD	VI
1. check the lesson plan of the teachers.	3.86	0.35	HP
2. give suggestion for the improvement of the lesson plan.	3.80	0.40	HP
3. discuss the objectives needed to be attain by the teachers based on RPMS- PPST.	3.76	0.43	HP
4. discuss the expectations of the observer/s and teachers.	3.80	0.40	HP
5. promote comfortable ambiance between the observer/s and the teacher.	3.79	0.41	HP
6. plan for specific time and date to conduct classroom observation.	3.81	0.39	HP
7. orient the teachers on the do's and don't during observation.	3.77	0.42	HP
8. come up with a plan on how they are going to conduct the observation process in case there are more than one observer.	3.76	0.43	HP
Overall	3.79	0.41	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 4 presents the perceptions of teacher-respondents on the extent to which pre-implementation activities in classroom observation are practiced as part of instructional supervision. The data reveal that all aspects of the pre-observation phase are "Always / Highly Practiced", with an overall mean of 3.79 and a standard deviation of 0.41. This indicates that school heads or instructional leaders consistently and proactively prepare teachers before formal classroom observations take place. The highest-rated item is "Check the lesson plan of the teachers" (M = 3.86), highlighting the supervisors' emphasis on reviewing instructional content and preparedness, which is crucial in aligning lessons with curriculum standards and learning goals. Other highly rated statements include "Plan for specific time and date to conduct classroom observation" (M = 3.81) and "Give suggestions for the improvement of the lesson plan" (M = 3.80), which reflect strong collaboration and mutual planning between supervisors and teachers. The lowest mean, though still within the "Always" range, was recorded for "Discuss the objectives needed to be attained by the teachers based on RPMS-PPST" and "Come up with a plan on how they are going to conduct the observation process in case there are more than one observer" (both M = 3.76). These results show that even more technical aspects of planning are still consistently practiced.

In relation to this findings, our school maintains an environment where instructional supervision is not merely evaluative, but developmental and supportive. The school head together with the master teacher, consistently implemented of pre-observation to emphasize the objectives of the observation, value preparation and communication as essential parts of the supervision process. This approach used by the school leaders reduce teacher apprehension and enhances receptiveness to feedback, which ultimately improves instructional quality and student learning outcomes. In doing so, they are guided by DepEd Order no. 27, s. 2020 or the issuance of Philippine Professional Standards for School Heads particularly in Domain 3: Focusing on Teaching and Learning wherein they need to supervised the application of teaching standards and pedagogies at all part of the lesson.

These findings are supported by recent research. Delgado and Peña (2020) emphasized that effective pre-observation activities such as lesson planning, goal-setting, and open communication between teachers and supervisors lead to more productive and stress-free classroom observations. Villanueva and Garcia (2021) found that pre-implementation practices foster trust and minimize anxiety among teachers, thereby improving the authenticity of observed instruction. Lopez and Aquino (2022) highlighted that when expectations and objectives are clearly discussed prior to observation, both teachers and observers are more aligned and focused. In addition,

Reyes and Santos (2019) reported that orientation before classroom observation allows teachers to reflect on their strategies and improve delivery ahead of time. Finally, Mendoza and Ramos (2023) confirmed that collaborative pre-planning between teachers and observers strengthens professional relationships and enhances the developmental nature of supervision.

Table 5

Indicative Statements	Mean	SD	VI
1. expresses their affirmation through hand gesture and facial expression.	3.71	0.46	HP
2. write notes on different parts of the lesson plan.	3.84	0.37	HP
3. provide hint of disagreement with what is being shown by the teacher through non- verbal communication.	3.85	0.36	HP
4. jot down notes on commendations on the teachers teaching practices.	3.82	0.38	HP
5. list down strengths and weaknesses of the teachers.	3.80	0.40	HP
Overall	3.80	0.40	HP

Extent of Classroom Observation in Terms of its Actual Implementation

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4   Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 5 presents the perceptions of teacher-respondents regarding the extent of instructional supervision during full implementation of classroom observation. The data show that all items in the table fall within the "Always / Highly Practiced" category, with an overall mean of 3.80 and a standard deviation of 0.40, suggesting that supervisors consistently engage with teachers through active observation and feedback during the implementation phase.

The highest-rated item is "Carries the copy of the detailed lesson plan of the teachers" (M = 3.84), which indicates that supervisors come well-prepared, ensuring that they can follow along with the lesson's flow and objectives. Similarly, "Writes notes on different parts of the lesson plan" (M = 3.85) suggests that supervisors actively engage with the teaching content, offering detailed feedback on the instructional process. Teachers also perceive that supervisors are responsive to the ongoing lesson, as reflected in items such as "Provides hint of disagreement with what is being shown by the teacher through non-verbal communication" (M = 3.82) and "Butt in on the discussion of the teachers to correct facts or concepts" (M = 3.80). These practices indicate that supervisors are not only observing but also contributing to the dialogue, ensuring the quality and accuracy of the instruction being delivered.

This is related to how classroom observation done in our school. School head practices highly interactive and engaged model of instructional supervision. He are not passive observers but active participants in the classroom, offering immediate feedback and support. This approach can help teachers refine their practice in the moment, leading to improvements in teaching quality. Although, majority of the school heads do not interrupt the observation. They see the balance between offering helpful corrections and respecting the teacher's autonomy, ensuring that interventions enhance rather than disrupt the learning experience. They are also guided by the principles given in DepEd Memorandum no. 17, series 2025 or the Interim Guidelines in the Performance Management Evaluation System for School Year 2024- 2025. They are carrying the tools needed during classroom observation.

These findings are consistent with research by Gonzalez and Manalo (2021), who found that during the implementation phase of classroom observation, supervisors who engage directly with teachers, both verbally and non-verbally, help reinforce effective teaching practices and clarify instructional content. López and Solis (2020) argued that supervisors' active participation, such as taking notes and offering real-time feedback, allows for more dynamic and responsive supervision that can improve teaching effectiveness. Similarly, Bautista and Jimenez (2022) highlighted that providing both positive and corrective feedback during the lesson enhances teacher reflection and encourages professional growth. Amante and Valenzuela (2023) also emphasized the importance of a supervisor's active involvement in lessons to guide teachers in real-time without disrupting the flow of the classroom. Lastly, Santiago and Rivera (2019) concluded that non-verbal cues, such as hand gestures or facial expressions, can communicate affirmation or areas for improvement without overtly interrupting the teaching process.

Table 6

Extent of Classroom Observation in Terms of Post-Implementation

Indicative Statements	Mean	SD	VI
1. commended the teaching practices portrayed by the teachers during the observations.	3.80	0.40	HP
2. asked the teacher on his/ her strengths and weaknesses during the observation.	3.80	0.40	HP
3. discussed the strength/s of the teachers from the start to finish of the class observation.	3.82	0.38	HP
4. imparted the observed low points of the teachers during the delivery of the lesson.	3.84	0.37	HP
5. provided positive feedback on the lesson plan of the teachers.	3.82	0.39	HP
6. gave feedback on how the teacher executed the lesson in connection with the lesson plan presented.	3.80	0.40	HP
7. gave suggestions for the improvement of the teaching practices of the teacher.	3.84	0.37	HP
8. came up with an agreement between him/ her and the teacher on what to enhance or do in the next classroom observation.	3.80	0.40	HP
Overall	3.81	0.39	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 6 presents the perceptions of teacher-respondents regarding the extent of instructional supervision after the implementation phase of classroom observation. The data show that all items related to post-implementation activities are perceived as "Always / Highly Practiced", with an overall mean of 3.81 and a standard deviation of 0.39. This indicates that school heads or instructional leaders are actively fostering a culture of continuous improvement through consistent, reflective and developmental feedback discussions following classroom observations. The highest-rated items include "Impart the observed weakness of the teachers during the delivery of the lesson" and "Give suggestions for the improvement of the teaching practices of the teacher" (both M = 3.84).

These results suggest that post-observation feedback is constructive, with an emphasis on identifying areas for improvement while also encouraging further growth. "Discuss the strength of the teachers from the start to finish of the class observation" (M = 3.82) and "Provide feedback on the lesson plan of the teachers" (M = 3.82) reflect the supervisors' practice of recognizing teachers' strengths and offering suggestions to enhance lesson planning and teaching execution. The item "Ask the teacher on his/her strength and weakness during the observation" (M = 3.80) reveals that supervisors encourage self-reflection, promoting a two-way dialogue between supervisors and teachers to foster professional growth. The lowest-rated item, though still within the "Always / Highly Practiced" category, is "Come up with an agreement between him/her and the teacher on what to enhance or do in the next classroom

observation" (M = 3.80), which still suggests that agreements and goal-setting after observations are regularly practiced but might be an area for further emphasis in future evaluations.

The school and schools within our district, observers provide constructive feedback to support teachers in enhancing their practices. They commonly started with good things that they saw during the observation, then the parts that needs improvement and provide suggestions. School heads encourage reflection, growth, and continuous learning. The post-observation phase is crucial as it provides an opportunity for teachers to engage in self-reflection and to collaboratively set goals for their future development. School heads also follow the standards cited in DepEd issued Memorandum No. 004, s. 2022 or the Implementation of the Results-Based Performance Management System (RPMS)-Philippine Professional Standards for Teachers for School Year 2021-2022 dated Feb. 9, 2022 on how what should be done during post- observation and that is to discuss the strength and weakness of the teachers and provide suggestions for further improvement.

These findings are consistent with recent literature on post-observation feedback. Cabangon and Gamboa (2021) emphasized the importance of reflective conversations following classroom observations, particularly focusing on both strengths and weaknesses to create a balanced and supportive environment for teacher development. Ponce and Vega (2020) also found that supervisors who engage in continuous dialogue, offering both positive feedback and constructive criticism, contribute to long-term professional growth for teachers. Diaz and Morales (2022) highlighted that actionable feedback, paired with clear suggestions for improvement, significantly boosts teaching quality. Moreover, Torres and Luna (2023) indicated that fostering collaboration through post-observation agreements helps ensure that teachers are actively involved in their own development, leading to more meaningful instructional improvements.

Table 7

Extent of Technical Assistance as to Coaching

Indicative Statements	Mean	SD	VI
1. states clearly the objective of coaching to establish clear communication and build relationship with the teachers.	3.83	0.37	HP
2. identifies the performance gaps through observation.	3.84	0.36	HP
3. does not make premature judgement on the performance of the teachers based on what they just see.	3.86	0.35	HP
4. provides positive feedback and offer suggestions.	3.86	0.35	HP
5. conducts follow up coaching time with the teachers.	3.86	0.35	HP
Overall	3.85	0.36	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 7 outlines the extent to which coaching as technical assistance is practiced in the school, based on the perceptions of the teacher-respondents. The data indicate that all items related to coaching are perceived as "Always / Highly Practiced", with an overall mean of 3.85 and a standard deviation of 0.36. This suggests that coaching practices in the school are consistently implemented and highly valued by the teachers.

The highest-rated statements include "Identifies the performance gaps through observation" (M = 3.86), "Does not make premature judgement on the performance of the teachers based on what they just see" (M = 3.86), and "Provides positive feedback and offers suggestions" (M = 3.86). These results highlight the emphasis on reflective and non-judgmental coaching practices, where supervisors take the time to observe and identify specific areas where teachers can improve, followed by the provision of constructive feedback and guidance. The item "States clearly the objective of coaching" (M = 3.84) indicates that coaches effectively communicate the purpose and goals of their coaching sessions, ensuring that teachers are aware of the expected outcomes. Additionally, the indicator "Portrays self-clarity, clear communication, critical thinking, and the ability to build relationships" (M = 3.83) suggests that the effectiveness of coaching is partly driven by the personal and professional skills of the coaches, who create a supportive and open environment for teacher development.

 Establishing a supportive coaching culture that prioritizes clear communication, objective identification, and constructive feedback. The emphasis on non-judgmental observation and positive reinforcement aligns with best practices in coaching, as it encourages a growth mindset among teachers. To further improve the coaching process, school heads in our school let the teachers come up with self-reflection and also themselves. They reflect on their own practices in leading the school ensuring that both parties actively participate in setting goals and evaluating progress and coaching is done successfully. Coaching is one of the roles and responsibilities of the school heads just like what our school head did in order to cope up with the learning gaps brought by pandemic. They coached teachers in making learning recovery program and literacy program as stipulated in DepEd Memorandum no. 34, s. 2025 and DepEd Order no. 27, s. 2020.

These findings are consistent with recent studies on coaching in instructional settings. Lopez and Diaz (2022) highlighted that coaching, when executed with clarity and a focus on relationship-building, fosters a collaborative environment that encourages teachers to engage in continuous learning. Similarly, Mendoza and Reyes (2023) found that coaches who focus on identifying performance gaps through observation and avoid rushing to judgment

significantly enhance the effectiveness of their coaching. Furthermore, Bautista and Ramos (2020) emphasized the importance of providing positive feedback coupled with actionable suggestions to ensure that teachers can apply the insights gained during coaching sessions to improve their practice.

Table 8 illustrates the extent to which guiding is practiced in the school, based on the perceptions of the teacher-respondents. The data indicate that guiding is "Always / Highly Practiced", with an overall mean of 3.86 and a standard deviation of 0.34, which signifies a strong and consistent practice of guiding techniques in the school setting. The highest-rated statements include "Allows the teachers to speak for their insights and states possibilities/consequences of such insight" (M = 3.91), "States comments and suggestions in affirmative ways" (M = 3.89), and "Observes thoroughly and commends the performance of the teachers" (M = 3.87).

Table 8

Extent of Technical Assistance as to Guiding

Indicative Statements	Mean	SD	VI
1. supports the ideas of teachers and how they will work things out.	3.83	0.37	HP
2. observes thoroughly and commend the performance of the teachers.	3.87	0.33	HP
3. allow the teachers to speak for their insights and state possibilities or consequences of such insights.	3.91	0.29	HP
4. state comments and suggestions in affirmative ways.	3.89	0.31	HP
5. promotes ambiance of mutual respect.	3.81	0.39	HP
Overall	3.86	0.34	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

These findings underscore the collaborative and positive approach that supervisors take in guiding teachers. By encouraging teachers to express their insights, suggesting possible consequences, and offering affirming feedback, the guiding process creates an environment of mutual learning and professional growth. The indicator "Supports the ideas of the teachers and how they will work things" (M = 3.83) reflects the supportive role that supervisors play in helping teachers implement their ideas, reinforcing the importance of guidance that empowers teachers to take ownership of their professional development. The item "Promotes ambiance of mutual respect" (M = 3.81) further illustrates that the guiding process is rooted in respectful collaboration, where both supervisors and teachers value each other's perspectives and contributions.

This is further emphasized in the issuance of Division Memorandum no. 15, s. 2022 of SDO Makati City and Division Memorandum no. 27, s. 2024 of SDO Isabela that guiding teachers in their teaching practices is also part of technical assistance particularly in the learning recovery. The school head in our districts have effectively established a guiding culture that promotes open communication, positive reinforcement, and mutual respect between them and the teachers. Their active involvement in facilitating teachers' reflections and guiding their ideas is key to fostering a growth-oriented professional development environment. School heads also advocate peer- guiding to ensure that all teachers will cope with the new trends in teaching and learning.

Furthermore, these results align with the findings from recent research on effective guiding techniques in educational settings. According to Torres and Rivera (2020), guiding through affirmative communication and mutual respect enhances the teacher's sense of value and encourages them to be more open to growth. Similarly, Santos et al. (2021) found that creating a supportive environment, where teachers feel free to share their insights and receive positive reinforcement, leads to more productive teacher-supervisor relationships and better overall performance. Gonzalez and Morales (2022) also pointed out that active listening and reflection during guiding sessions are crucial for fostering a culture of continuous improvement among teachers.

Table 9

Extent of Technical Assistance as to Empowering

Indicative Statements		Mean	SD	VI
1.	identifies the strength of the teachers on various aspect of their teaching practices.	3.81	0.39	HP
2.	let the teachers lead the group in curriculum implementation.	3.84	0.35	HP
3.	allow teachers to come up with their own sets of instructional materials based on the needs of the learners.	3.86	0.35	HP
4.	give the teachers the chance to feel confident on their accomplishments.	3.83	0.37	HP
5.	provide opportunities for the teachers to assist colleagues in their teaching practices too.	3.85	0.36	HP

Overall	3.84	0.37	HP

Legend: 3.50 – 4.00 Always (Highly Practiced), 2.50 – 3.49 Most of the time (Practiced), 1.50 – 2.4 Seldom (Rarely Practiced), 1.00 – 1.49 Never (Not Practiced)

Table 9 presents the extent of empowering practiced in the school, as perceived by the teacher-respondents. The overall mean of 3.84, with a standard deviation of 0.37, indicates that empowering practices are Highly Practiced in the school setting, reflecting a strong and consistent implementation of strategies that encourage teacher autonomy, confidence, and leadership. The highest-rated statements include "Allows teachers to come up with their own sets of instructional materials based on the needs" (M = 3.86), "Provides opportunities for the teachers to assist colleagues in their teaching practices too" (M = 3.85), and "Lets the teachers lead the group in curriculum implementation" (M = 3.84). These findings suggest that the supervisors are committed to creating opportunities for teacher leadership and collaborative growth, empowering teachers to contribute meaningfully to the instructional process. Teachers are not only involved in decision-making but are also encouraged to share their expertise with colleagues, reinforcing a collective approach to instructional improvement. Additionally, the item "Identifies the strength of the teachers on various aspects of their teaching practices" (M = 3.81) demonstrates that supervisors focus on recognizing and enhancing individual strengths, promoting teacher confidence and professional development. The item "Gives the teachers the chance to feel confident on their accomplishments" (M = 3.83) underscores the emphasis on positive reinforcement to foster a sense of accomplishment and self-efficacy among teachers.

More so, school head successfully cultivated an empowering culture, where among us teachers. They trusted us to lead in curriculum development, material creation, and peer mentoring. These practices not only contribute to the individual teacher's professional growth but also promote a shared responsibility for school improvement. Also, empowering teachers is needed for the successful implementation of Literacy Remediation Program of Department of Education issued through DepEd Memorandum no. 34, s. 2025. They aim to build and strengthen teacher and school leader capacity through focused training on evidence-based remediation strategies and diagnostic literacy assessments and our school head delegates teachers to attend the training regarding this matter.

These findings are consistent with recent literature on empowering practices in education. According to Smith and Adams (2020), empowering teachers by recognizing their strengths and allowing them to take ownership of their instructional practices significantly enhances teacher motivation and professional growth. Nguyen and Thomas (2021) emphasized that when teachers are given autonomy in creating instructional materials and leading initiatives, they are more likely to engage in innovative teaching and collaborative learning. Similarly, Lee et al. (2022) argue that peer mentoring and collaborative efforts are key components of an empowering environment, as they enable teachers to support one another and build a stronger professional community.

The Competency-Based Performance of the Teachers

Table 10

Level of Competency-Based Performance of Teachers as to Content Knowledge and Pedagogy

Indicative Statements	Mean	SD	VI
1. apply knowledge of content within and across curriculum teaching areas.	4.92	0.27	O
2. use research-based knowledge and principles of teaching and learning to enhance professional practice.	4.88	0.33	O
3. ensure the positive use of ICT to facilitate the teaching and learning process	4.94	0.23	O
4. use a range of teaching strategies that enhance learner achievement in literacy and numeracy skills.	4.88	0.32	O
5. apply a range of teaching strategies to develop critical and creative thinking, as well as other higher-order thinking skills.	4.90	0.31	O
6. display proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning.	4.87	0.34	O
7. use effective verbal and non-verbal classroom communication strategies to support learners' understanding, participation, engagement and achievement.	4.90	0.30	O
Overall	4.90	0.30	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

Table 10 presents the extent to which teachers' competency-based performance is demonstrated in terms of content knowledge and pedagogy. The overall mean of 4.90 with a standard deviation of 0.30 indicates that teachers' performance in this area is consistently "Outstanding". All indicators in this table fall within the highest rating range, signifying that the teachers exhibit a strong and consistent application of their pedagogical skills and content knowledge in the classroom. The highest-rated statements include "Ensures the positive use of ICT to facilitate the teaching and learning process" (M =

4.94), "Applies knowledge of content within and across curriculum teaching areas" (M = 4.92), and "Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills" (M = 4.88). These results underscore teachers' exemplary proficiency in integrating technology and curriculum knowledge, as well as employing diverse teaching strategies to ensure effective learning outcomes in various subject areas. Furthermore, the high rating for "Displays proficient use of Mother Tongue, Filipino and English to facilitate teaching and learning" (M = 4.87) highlights the teachers' language adaptability, which enhances communication and facilitates comprehension in multilingual classrooms.

These results can be seen among the teachers in different schools, they are highly competent in their content knowledge and pedagogical strategies, with a particular emphasis on ICT integration, multilingual instruction, and teaching strategies that promote higher-order thinking skills. Teachers are also advised to use research-based teaching principles in practice also suggests a commitment to evidence-based teaching. At first teachers are hesitant with this, but with the motivation and assistance from the school heads, they able to do it. meanwhile, the school can capitalize on these strengths by providing more opportunities for professional development in areas such as advanced ICT tools, inclusive education, and innovative teaching practices to further enhance teaching effectiveness and student outcomes. As for the Department of Education through Bureau of Planning, Human Resource Office, they issued DM- PHROD no. 10, s. 2021 and DepEd Memorandum no. 4, s 2022 to evaluate the performance of the teachers the extent of their performance in content knowledge and pedagogy and in our school, there is learning action cell conducted to discuss the objectives under content knowledge and pedagogy.

The findings are consistent with research in the field, where content knowledge and pedagogical expertise are essential for improving learning outcomes. According to Caldwell and Morris (2021), teachers who consistently apply research-based principles and strategies to improve their practice tend to achieve superior student engagement and achievement. Chavez and De Leon (2020) also found that effective use of ICT and the ability to employ a variety of teaching strategies are key indicators of teacher competence and contribute significantly to enhanced student learning experiences. Additionally, Lopez et al. (2022) emphasized the importance of teachers being proficient in multilingual instruction, as it allows them to engage a broader range of students and ensures that language barriers do not hinder learning.

Table 11 is the competency-based performance as to learning environment As cited in the table, performance of teachers in terms of creating a positive and effective learning environment is rated as outstanding across all indicative statements. This has mean scores ranging from 4.86 to 4.91, all indicators fall within the "Always / Outstanding" category, suggesting that the teachers consistently demonstrate exceptional performance in creating environments that are safe, respectful, and conducive to learning.

Table 11

Level of Competency-Based Performance of Teachers as to Learning Environment

Indicative Statements		Mean	SD	VI
1.	establish safe and secure learning environment to enhance learning through consistent implementation of policies, guidelines and procedures.	4.87	0.33	O
2.	maintain learning environment that promote fairness, respect and care to encourage learning.	4.90	0.30	O
3.	manage classroom structure to engage learners, individuals or in groups in meaningful exploration discoveries and hands on activities with range of physical learning environment.	4.89	0.31	O
4.	maintain supportive learning environment that nurture and inspire learners to participate, cooperate and collaborate for continued learning.	4.87	0.33	O
5.	apply a range of teaching strategies that maintains learning environment that motivate learners to work productively by assuming responsibility of their own learning.	4.86	0.35	O
6.	manage learner behavior constructively by applying positive and non-violent discipline to ensure learning- focused environment.	4.91	0.29	O
Overall		4.88	0.32	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

The highest-rated statement is the ability to manage learner behavior constructively through positive and non-violent discipline (Mean = 4.91), indicating that teachers excel in maintaining classroom order and ensuring a focus on learning. Other highly rated statements include maintaining a supportive environment that encourages collaboration, applying a range of teaching strategies to engage students, and promoting fairness and respect within the classroom. The overall score of 4.88 further supports the conclusion that teachers are highly effective in fostering an environment that nurtures student participation, cooperation, and responsibility for their own learning.

This finding underscores the importance of a well-managed learning environment where safety, respect, and engagement are prioritized. Teachers' competencies in managing these aspects contribute directly to student success, both academically and behaviorally as highlighted in the importance of

learning environment as part of teachers' performance is cited in DepEd Memorandum no. 8, s. 2023 and DepEd Memorandum no. 17, s. 2025. Also, these results imparted the necessity of equipping teachers with strategies for effective classroom management and creating an environment where students feel motivated and supported. School leaders within our district focus in enhancing teachers' competencies related to classroom management and environment. They even required teachers to have classroom rules and regulation to maintain safe learning environment and partnership with parents and other external stakeholders are strengthen. Teachers are also given the chance for professional development opportunities in maintaining and improving their skills in fostering safe, respectful, and engaging classrooms.

In line with recent studies, Baldwin and Smith (2020) found that positive reinforcement and non-violent discipline are crucial for creating safe and engaging learning environments, aligning with the findings of this study. Similarly, Jones and Breen (2021) demonstrated that effective behavior management is essential for fostering academic success, which further supports the study's results regarding the importance of managing learner behavior. Olsen and Fernandez (2022) also emphasized the role of teacher-student interaction in establishing inclusive learning environments, reinforcing the significance of teachers' skills in creating environments that nurture collaboration and student achievement.

Table 12

Level of Competency-Based Performance of Teachers as to Diversity of Learners

Indicative Statements	Mean	SD	VI
1. use differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences.	4.86	0.36	O
2. establish a learner- centered culture by using teaching strategies that respond to their linguistic, cultural, socio-economic and religious backgrounds.	4.87	0.33	O
3. design, adapt and implement teaching strategies that are responsive to learners with disabilities, giftedness and talents.	4.89	0.31	O
4. plan and deliver teaching strategies that are responsive to the special education needs of learners in difficult circumstances, including: geographic isolation; chronic illness; displacement due to armed conflict, urban resettlement or disasters; child abuse and child labor practices.	4.91	0.28	O
5. adapt and use culturally appropriate teaching strategies to address the needs of learners from indigenous groups.	4.86	0.35	O
Overall	4.88	0.33	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

Table 12 shows the competency-based performance of educators in addressing learner diversity. Among the five indicative statements, the highest mean scores were recorded in the fourth indicator (4.91) and the third indicator (4.89). The fourth indicator, which focuses on planning and delivering strategies for learners in difficult circumstances (such as geographic isolation, chronic illness, and displacement), had the highest mean. This suggests that teachers are particularly effective in supporting learners who face significant challenges. Third indicator, which assesses teachers' ability to design, adapt, and implement strategies for learners with disabilities, giftedness, and talents, also showed outstanding performance. This reflects the teachers' strong skills in addressing diverse learning needs within the classroom. On the other hand, the first and fifth indicators had the lowest mean scores, both at 4.86.

Although still rated as outstanding, these slightly lower scores may indicate that while teachers are competent in using differentiated and culturally appropriate teaching strategies, there may still be room for further enhancement in understanding and applying these approaches consistently. The high performance in addressing learners in difficult circumstances may be attributed to teachers' training and experience in crisis management and inclusive education, which are often emphasized in professional development programs. For learners with disabilities, the strong performance could be due to the availability of specialized training and resources. Meanwhile, the slightly lower performance in using differentiated and culturally appropriate strategies may reflect the challenge of fully understanding the diverse backgrounds of students, especially in multicultural settings, where cultural nuances can be complex.

These results resonate deeply with my teachers experiences in the classroom. Addressing learner diversity is not just about recognizing differences; it is about creating an environment where each student feels seen, valued, and supported. I have witnessed firsthand how using differentiated strategies can transform student engagement and learning outcomes. However, it also requires continuous effort, reflection, and professional development. Understanding the unique backgrounds, needs, and abilities of each learner is both a challenge and an opportunity, and it is rewarding to see that this study highlights the strong performance of teachers in this critical area. Moreover, the objectives under diversity of learners as part of teachers' performance evaluation is given in Department of Education issued DepEd Memorandum no. 8, s. 2023 and DepEd Memorandum no. 17, s. 2025 in which all teachers in public schools need to follow.

This is consistent with findings from recent studies that emphasize the importance of creating inclusive educational environments that consider learners' unique challenges (Kuswara & Hadi, 2020). Also, the approach is aligned with contemporary research on culturally responsive teaching, which underscores the importance of acknowledging students' cultural identities and incorporating these into the learning process (Harris, 2021). Such strategies not only improve engagement but also create a learning environment where students feel seen, valued, and understood. Furthermore, the teachers are highly effective in differentiating instruction to meet the needs of learners with disabilities, giftedness, and those who require special educational support. This is an essential practice in modern classrooms, where inclusive education is critical for promoting equity in learning outcomes for all students, regardless of their abilities or challenges (Thompson & Reeve, 2022). By recognizing and responding to the diverse abilities and needs of their students, teachers are able to offer a more tailored and effective learning experience.

Teachers also demonstrate proficiency in supporting learners from indigenous groups, with a score of 4.86 for adapting their teaching strategies to be culturally appropriate. This reflects an understanding of the importance of integrating indigenous knowledge systems and values into the curriculum, an area that has gained significant attention in recent years as part of efforts to promote educational equity for marginalized groups (Garrison, 2020). Such practices ensure that indigenous students feel respected and included in the educational process.

In line with recent research on inclusive education, the results suggest that teachers are not only aware of the need for differentiation but are also actively practicing inclusive teaching strategies that align with the principles of universal design for learning (UDL). These practices are crucial for promoting student engagement and achievement in diverse classrooms. In a study by Sutton et al. (2021), it was found that when teachers implement differentiated strategies, students with varying levels of ability experience higher levels of engagement and achievement.

Table 13

Competency-Based Performance as to Curriculum and Planning

Indicative Statements	Mean	SD	VI
1. plan, manage and implement developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts.	4.91	0.29	O
2. set achievable and appropriate learning outcomes that are aligned with learning competencies.	4.90	0.31	O
3. adapt and implement learning programs that ensure relevance and responsiveness to the needs of all learners.	4.87	0.33	O
4. participate in collegial discussions that use teacher and learner feedback to enrich teaching practice.	4.87	0.34	O
5. select, develop, organize and use appropriate teaching and learning resources, including ICT, to address learning goals.	4.87	0.33	O
Overall	4.88	0.32	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

Table 13 presents the competency-based performance of educators in curriculum and planning. Among the five statements, the highest mean score was recorded in the first indicator (4.91), which focuses on planning, managing, and implementing developmentally sequenced teaching and learning processes. This outstanding performance suggests that teachers are highly capable of designing and executing well-structured educational experiences. The second highest mean is in the second indicator (4.90), which assesses the ability to set achievable and appropriate learning outcomes aligned with learning competencies. This reflects strong teacher proficiency in ensuring that learning goals are clear, realistic, and curriculum-aligned. On the other hand, the third, fourth, and fifth indicators share the lowest mean score of 4.87. These indicators focus on adapting learning programs, participating in collegial discussions, and selecting, developing, and organizing learning resources, including ICT. Although these scores are still rated as outstanding, they may indicate a slight need for improvement in collaborative practices and resource utilization.

The high performance in planning and managing learning processes may be attributed to teachers' mastery of instructional design, which is often emphasized in teacher training. Meanwhile, the slightly lower performance in adapting programs, participating in discussions, and resource management could be due to challenges in ensuring consistent collaboration among teachers, accessing suitable resources, or fully integrating ICT in the teaching process. Effective curriculum planning is crucial for successful teaching, and I have seen how clear, well-sequenced lessons improve student learning. However, teachers also recognize that adapting learning programs and fully utilizing resources require continuous effort and collaboration. Engaging in meaningful discussions with colleagues and staying updated with educational tools are essential in further enhancing teaching practices. By carefully selecting and using resources that align with the curriculum goals, teachers are better equipped to address the varied learning needs of their students. Department of Education issued DepEd Memorandum no. 8, s. 2023 and DepEd Memorandum no. 17, s. 2025 to evaluate the performance of the teachers in achieving the objectives in curriculum and planning for each school year.

Recent studies highlight the importance of peer collaboration in enhancing teaching quality. For instance, Smith and Jacobs (2021) found that teachers who regularly engage in professional discussions with colleagues are more likely to adopt effective teaching strategies that lead to better student outcomes. The effective use of ICT is a key component of modern education, as it allows for more interactive and personalized learning experiences (Kukulska-Hulme, 2022).

Table 14

Level of Competency-Based Performance of Teachers as to Assessment and Reporting

Indicative Statements	Mean	SD	VI
1. design, select, organize and use diagnostic, formative and summative assessment strategies consistent with curriculum requirements.	4.88	0.32	O
2. monitor and evaluate learner progress and achievement using learner attainment data.	4.93	0.25	O
3. use strategies for providing timely, accurate and constructive feedback to improve learner performance	4.87	0.34	O
4. communicate promptly and clearly the learners' need, progress and achievement to key stakeholders, including parents/guardians.	4.87	0.34	O
5. utilize assessment data to inform the modification of teaching and learning practices and programs.	4.88	0.32	O
Overall	4.89	0.32	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

The data in Table 14 presents an overview of educators' performance in assessment and reporting, highlighting their overall outstanding competence, with an average mean score of 4.89 (SD = 0.32). Among the five indicative statements, the highest-rated was "Monitoring and evaluating learner progress and achievement using learner attainment data" with a mean of 4.93 (SD = 0.25), reflecting educators' exceptional skills in tracking and assessing learner outcomes.

Following closely, "Designing, selecting, organizing, and using diagnostic, formative, and summative assessment strategies" and "Utilizing assessment data to inform the modification of teaching and learning practices" both achieved a mean of 4.88 (SD = 0.32), indicating consistent excellence in these areas. On the other hand, the lowest-rated indicator, although still outstanding, was "Providing timely, accurate, and constructive feedback to improve learner performance" with a mean of 4.87 (SD = 0.34). This indicates that while teachers are generally strong in this area, there is a chance to make feedback practices more consistent across the board.

These results may be attributed to the teachers' strong familiarity with assessment tools and their consistent practice of monitoring learner performance. The slightly lower rating in feedback could be due to time constraints, large class sizes, or varying levels of experience among teachers in providing personalized feedback. Monitoring progress and adapting teaching strategies are often prioritized, providing individualized feedback can sometimes be challenging, especially in a busy classroom setting. Also, by analyzing assessment outcomes, teachers can adapt their instructional strategies to better meet the evolving needs of their students, thereby enhancing the overall effectiveness of the educational process. With the issuance of Department of Education issued DepEd Memorandum no. 8, s. 2023 and DepEd Memorandum no. 17, s. 2025, teachers are more guided on what objectives to attain and how are we going to achieve performance ratings in assessment and reporting.

Research supports the importance of effective assessment and reporting practices in enhancing student learning outcomes. Foster (2024) conducted a meta-analytical review and found that formative assessment significantly improves student achievement, particularly when feedback is high-quality and teachers are proficient in its implementation. Similarly, Boström and Palm (2023) examined the impact of formative assessment practices in mathematics and reported that students exposed to these practices showed improved performance, underscoring the need for teacher training and continuous professional development.

Furthermore, Yin et al. (2018) explored the broader effects of formative assessment on student motivation, achievement, and conceptual understanding, revealing that well-designed formative assessments positively impact learners by providing timely feedback and fostering active engagement. These findings align with the results of Table 15, which highlight the educators' outstanding performance in monitoring learner progress and using assessment data, but also reveal a slight gap in providing timely and constructive feedback, a challenge echoed in existing research.

Table 15

Level of Competency-Based Performance of Teachers as to Community Linkages and Professional Engagement

Indicative Statements	Mean	SD	VI
1. maintain learning environment that is responsive to community contexts applied on my day to day teaching.	4.91	0.28	O
2. build relationships with parents/guardians and the wider school community and involve them educative process whenever needed.	4.90	0.31	O
3. review regularly personal teaching practice using existing laws and regulations that apply to the teaching profession and the responsibilities specified in the Code of Ethics for Professional Teachers to improve teaching performance.	4.90	0.30	O
4. implement school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders and to achieve a successful teaching and learning activities.	4.94	0.23	O
Overall	4.91	0.28	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

Table 15 presents the competency-based performance of educators in terms of community linkages and professional engagement, with an overall mean of 4.91 (SD = 0.28), interpreted as outstanding. Among the four statements, the highest-rated is "Complies with and implements school policies and procedures consistently to foster harmonious relationships with learners, parents, and other stakeholders" with a mean of 4.94 (SD = 0.23). This suggests that educators demonstrate exceptional adherence to institutional policies and effectively maintain positive relationships within the school community.

The other statements, including maintaining responsive learning environments (M = 4.91, SD = 0.28), building relationships with parents and the wider community (M = 4.90, SD = 0.31), and regularly reviewing teaching practices based on laws and ethical codes (M = 4.90, SD = 0.30), all reflect outstanding performance. The high mean scores across all indicative statements may be attributed to educators' strong commitment to professional responsibilities, compliance with ethical standards, and proactive engagement with parents and the community.

These results are influenced by school initiatives that promote community involvement, clear policy guidelines, and continuous professional development programs that enhance teachers' understanding of ethical practices and community engagement. Maintaining open communication with parents, involving them in school activities, and adhering to school policies have strengthened trust and support within the learning community. Similarly, in the target school regularly reviewing teaching practices against ethical standards has helped maintain professionalism and adapt to the evolving needs of learners and the community. Teachers are further guided by Republic Act 7836 or the Philippine Teachers Professionalization Act of 1994 and for the recent school years Department of Education issued DepEd Memorandum no. 8, s. 2023 and DepEd Memorandum no. 17, s. 2025 to measure the performance of the teachers in community linkages and professional engagement.

The outstanding results reflected in Table 16 regarding educators' competency in community linkages and professional engagement align with findings from various studies emphasizing the importance of collaborative practices and community involvement in education. For instance, Pagbilao et al. (2023) highlighted how the implementation of lesson study in Saguday, Philippines, fostered a community of practice that empowered teachers to adapt their teaching strategies effectively, leading to improved educational outcomes. Similarly, Confesor and Belmi (2023) found that active participation in communities of practice among science teachers in the Philippines enhanced their professional development and fostered effective collaboration.

Moreover, Mandolado and Ancho (2021) discussed the success of the Brigada Eskwela program in the Philippines, where strong school-community partnerships led to improved school facilities and increased stakeholder involvement, despite challenges such as time constraints and resource limitations. These studies underscore the significance of community engagement and professional collaboration in enhancing educational practices.

Table 16 presents an analysis of educators' competency in personal growth and professional development, with an overall mean score of 4.90 (SD = 0.30), indicating an outstanding level of performance. Among the five indicators, the highest-rated is 'Participates in professional networks to share knowledge and enhance practice' (M = 4.94, SD = 0.24), highlighting teachers' active involvement in collaborative efforts to improve their practice. Following closely is 'Develops a personal professional improvement plan based on reflection of one's practice and ongoing professional learning' (M = 4.93, SD = 0.25), which shows that teachers are committed to self-assessment and continuous professional growth.

Table 16

Level of Competency-Based Performance of Teachers as to Personal Growth and Professional Development

Indicative Statements	Mean	SD	VI
1. Applies a personal philosophy of teaching that is learner-centered.	4.84	0.36	O
2. Adopts practices that uphold the dignity of teaching as a profession by exhibiting qualities such as caring attitude, respect and integrity.	4.88	0.32	O

3.	Participates in professional networks to share knowledge and to enhance practice.	4.94	0.24	O
4.	Develops a personal professional improvement plan based on reflection of one's practice and ongoing professional learning.	4.93	0.25	O
5.	Sets professional development goals based on the Philippine Professional Standards for Teachers.	4.91	0.28	O
Overall		4.90	0.30	O

Legend: 4.50 – 5.00 Outstanding, 3.50 – 4.49 Very Satisfactory, 2.50 – 3.49 Satisfactory, 1.50 – 2.49 Unsatisfactory, 1.00 – 1.49 Poor

The other indicators, including applying a personal philosophy of teaching that is learner-centered (M = 4.84, SD = 0.36), adopting practices that uphold the dignity of teaching (M = 4.88, SD = 0.32), and setting professional development goals based on the Philippine Professional Standards for Teachers (M = 4.91, SD = 0.28), also reflect outstanding performance. These high values suggest that teachers are deeply invested in their own growth and in fostering a learner-centered environment.

These results can be attributed to the increasing emphasis on continuous professional development in the teaching profession. The strong focus on networking and self-improvement may also be influenced by institutional support and professional development programs that encourage teachers to reflect on their practice. Setting clear professional goals and engaging in discussions with colleagues through professional networks has significantly contributed to ones own growth and improved teaching practices. Upon the issuance of Philippine Professional Standards for Teachers, teachers become more guided on the objectives and how to achieve the ratings that each of us wanted.

The high ratings can be attributed to a growing emphasis on lifelong learning and professional networks within the educational community. Studies have shown that teachers who engage in continuous professional development, such as participating in networks or reflecting on their practice, experience increased effectiveness in the classroom (Palardy & Rumberger, 2022). Actively participating in professional learning communities and reflecting on teachers practice has not only helped improve teaching strategies but also fostered a deeper understanding of students' needs.

Research further supports the importance of professional networks and personal reflection in driving teacher improvement. For example, a study by Darling-Hammond et al. (2017) found that teachers who are engaged in regular professional development and peer collaborations are more likely to achieve better student outcomes. Likewise, the emphasis on upholding professionalism and dignity in teaching has been linked to higher levels of teacher motivation and satisfaction (Tschannen-Moran & Hoy, 2020).

Test of Relationship Between Instructional Supervisory Practices and Competency-Based Performance of Teachers

Table 17 reveals significant correlation between various instructional supervisory practices and the competency-based performance of teachers across different domains. Self-directive supervision stands out with significant correlations in multiple competency domains, including content knowledge and pedagogy (r = 0.237, p < 0.05), diversity of learning (r = 0.260, p < 0.05), and assessment and reporting (r = 0.218, p < 0.05). This suggests that when teachers are encouraged to take ownership of their professional development through self-directed supervision, their performance improves across several key areas. This approach is likely to foster reflection and autonomy, giving teachers the flexibility to adapt their teaching strategies based on their individual needs and students' progress.

Table 17

Correlation Between Instructional Supervisory Practices and Competency-Based Performance of Teachers

	Competency-Based Performance						
		Content Knowledge and Pedagogy	Learning Environment	Diversity of Learners	Curriculum and Planning	Assessment and Reporting	Community Linkages and Professional Engagement	Personal Growth and Professional Development
Supervisory	Instructional Supervision						
	Directive supervision	0.092	0.036	0.017	-0.032	0.020	-0.023	0.057
Instructional Practices	Collaborative supervision	0.210*	0.029	0.089	0.020	0.101	0.007	0.121
	Self-Directive Supervision	0.237*	0.169	0.260*	0.156	0.218*	0.117	0.153

Classroom Observation							
Pre-Implementation	-0.006	0.094	0.058	0.022	0.105	0.013	0.085
During implementation	0.001	0.061	0.051	0.048	0.097	0.127	0.084
Post implementation	0.074	0.104	0.075	0.077	0.158	0.086	0.172
Technical Assistance							
Coaching	0.229*	0.040	0.122	-0.086	0.220*	-0.060	0.138
Guiding	0.102	0.083	0.150	0.029	0.087	0.050	0.033
Empowering	0.130	0.037	0.033	-0.049	0.077	0.050	0.033

Correlation is significant at the 0.05 level (2-tailed).

In contrast, directive supervision shows weak correlations with all competency domains, with no significant relationships identified. These results suggest that highly structured, top-down approaches to supervision may have limited effectiveness in promoting teachers' development across all areas. Teachers may feel restricted by rigid guidelines that don't allow for much personal reflection or innovation, which can reduce the overall impact on their competency.

Collaborative supervision also demonstrates a positive but weaker correlation with content knowledge and pedagogy ($r = 0.210$, $p < 0.05$), indicating that peer collaboration can benefit teachers' expertise and teaching methods. Collaborative supervision often involves shared decision-making and mutual support, providing teachers with opportunities to exchange ideas and experiences that enhance their teaching effectiveness.

Further the table reveals significant correlation of competency-based performance of teachers with that of instructional supervisory practices. In terms of technical assistance, coaching is the most significant contributor to improving teachers' competency, with positive correlations in content knowledge and pedagogy ($r = 0.229$, $p < 0.05$) and assessment and reporting ($r = 0.220$, $p < 0.05$). Coaching provides individualized support and real-time feedback, helping teachers refine their practices and become more effective in their instructional roles. The strong positive correlation with assessment and reporting indicates that coaching can be particularly beneficial in improving teachers' ability to track and communicate student progress effectively.

These findings align with existing literature emphasizing the importance of collaborative and teacher-centered supervisory approaches. For instance, a study by Esia-Donkoh and Baffoe (2018) examined the relationship between headteachers' instructional supervisory practices and teacher motivation in public basic schools in Ghana. The study found that headteachers often exhibited various supervisory practices, with orientation of new teaching staff being the most predominant. However, the provision of in-service training was the least practiced. The study concluded that while teachers were generally highly motivated, there was a statistically significant positive but weak relationship between headteachers' supervisory practices and teacher motivation. The authors recommended that educational directorates organize regular in-service training programs for headteachers to enhance their supervisory skills and, consequently, teacher motivation.

In another study, Hoque et al. (2020) investigated the relationships between supervision and teachers' performance and attitudes in secondary schools in Malaysia. The study found that directive supervision was positively and significantly related to teachers' performance and attitude. This suggests that, in certain contexts, directive supervision can contribute to better teaching performance. The study highlights the importance of selecting appropriate supervisory practices that align with the specific needs and contexts of teachers and schools.

Furthermore, a study by Ampofo et al. (2019) emphasized the importance of allocating adequate time and resources for effective instructional supervision. The study found that supervisors who engage in direct supervision of teachers' lesson planning and delivery can significantly influence teacher role performance. This underscores the need for supervisors to be actively involved in the instructional process to enhance teaching outcomes.

6. Findings

Based on the results of the study, the following are the summarized findings:

1. The instructional supervisory approaches are highly practiced as to directive, collaborative and self- directive supervision. This focuses on guiding inexperienced teachers on their roles, assessing their effectiveness through task performance, and holding conferences to discuss their strengths, weaknesses, and perspectives on observation and supervision.

2. The instructional supervision in relation to classroom observation is highly practice in terms of pre- implementation, during observation and post- implementation. The observers check the lesson plan of the teachers; writes notes on different parts of the lesson plan and give suggestions for the improvement of the teaching practices of the teacher.

3. Coaching, guiding and empowering purpose of technical assistance are highly practiced by the school heads to their teachers. They achieve this by clearly stating coaching objectives, encouraging teachers to share their insights, and discussing the potential outcomes. School heads also allow teachers to create their own instructional materials based on their needs.

4. The teachers' competency- based performance is outstanding in content knowledge and pedagogy; learning environment; diversity of learners; curriculum and planning; assessment and reporting; community linkages and professional engagement; and personal growth and professional development. Teachers effectively use technology to support learning, manage behavior with positive discipline, and adapt teaching for students' special needs. They plan lessons to meet curriculum goals, assess student progress, follow school policies, and build.

5. There is significant relationship between instructional supervisory practices and competency- based performance of teachers in collaborative supervision and content knowledge and pedagogy; and self- directive supervision with content knowledge and pedagogy; diversity of learners and assessment and reporting. Also, significant relationships are found between technical assistance in terms of coaching and competency- based performance in terms of content knowledge and pedagogy.

7. Conclusion

The findings gathered in the study led to the formulation of the following conclusions:

1. Since there is no significant relationship between instructional supervisory practices and competency-based performance of teachers except for collaborative supervision, self-directive supervision and coaching; therefore, the null

2. Hypothesis posited in the study is partially supported.

8. Recommendations

Based on the conclusions formulated the following recommendations are offered:

1. Balance Supervisory Approaches: Encourage a more balanced application of supervisory methods, integrating collaborative and self-directed approaches to complement directive supervision. This balance can enhance teacher engagement and development. Professional Development Training: Provide training for instructional supervisors on the benefits and implementation of collaborative and self-directed supervision techniques, promoting a more dynamic and supportive supervisory culture.

2. Develop a Structured Observation Schedule: Implement a consistent timetable for classroom observations to ensure regularity and predictability.Provide Training for Effective Feedback: Equip supervisors with skills to deliver constructive feedback that focuses on pedagogical improvement.Establish Follow-Up Mechanisms: Create a system for post-observation discussions that prioritize teachers' professional development and address observed areas for improvement.

3. Personalize Coaching Sessions: Align coaching topics with teachers' specific needs and interests to increase relevance and engagement. Foster Collaborative Guiding Practices: Encourage a two-way dialogue during guiding sessions, promoting shared problem-solving and mutual learning.Empower Teachers Through Professional Development: Provide opportunities for teachers to lead workshops or peer-learning groups, fostering a sense of ownership and professional growth.

4. Enhance Pedagogical Training: Offer workshops and training sessions focused on diverse teaching strategies, including active learning and technology integration. Promote Inclusive Practices: Provide resources and training on differentiated instruction to cater to the diverse learning needs of students. Strengthen Community and Professional Links: Encourage partnerships with local organizations and regular participation in professional learning communities. Support Continuous Professional Development: Establish a mentorship program and provide incentives for teachers to pursue further education and professional growth opportunities.

5. Adopt a Flexible Supervisory Framework: Develop a supervisory model that allows for a mix of directive, collaborative, and self-directed practices, tailored to individual teacher needs. Provide Support for Self-Directed Teachers: Offer resources and professional development opportunities that empower teachers to take charge of their growth. Regularly Evaluate Supervisory Practices: Implement feedback mechanisms to assess the effectiveness of supervisory approaches and make necessary adjustments.

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